

# Bamberg School District One Technology Plan

2015-2017



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**District Profile**

Number of Schools in District:	3
Number of Students Enrolled	1384
Percentage of Students Eligible for Free and Reduced Lunches	81.7%
E-rate Discount Percentage Category 1	90%
E-rate Discount Percentage Category 2	85%
Number of English as a Second Language	11
Number of Dropouts	12
Graduation Rate Percentage	80.4%

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**Executive Summary:**

The document, *Success through Technology*, Bamberg School District One's Long Range Plan 2015-2017, provides the framework for explaining, monitoring, and evaluating Bamberg School District One's pathway to continuous progress and advancement through technology implementation. The plan is designed to allow Bamberg School District One not merely to satisfy but to exceed the requirements set forth in the state technology plan; the federal No Child Left Behind Act of 2001; and Proviso 1.40 of 2001, which is Proviso 1.29 in the 2003-2004 General Appropriations Bill entitled "SDE: Teacher Technology Proficiency;" and the Bamberg School District One Strategic Plan.

Bamberg School District presents the district technology plan to support the goals, policies and standards of the South Carolina Board of Education. This plan serves as a guide for all faculty and staff in Bamberg School District One to revise, create, and implement standards and learning objectives for the next 3 years. The plan was created in collaboration with representatives from multiple disciplines in the school district as well as parents and other community members .

There are several significant changes in the way technology is being applied and integrated today versus five years ago when the last educational technology plan was released. These changes are evident based on school districts current needs and the resulting trends are continuing if not escalating in rapidity. These changes are included in the following list:

- **1:1 Computing** - The heavy reliance on computers in today's curriculum has led to a strategic push towards one computer for every student in the school. The reliance on personal computing devices in today's classroom is significantly more prevalent than in 2009 and moving forward this reliance will only grow in importance and must be address proactively.
- **Mobile Devices** - These devices have continued to evolve and increase in prevalence in today's classrooms. The enhanced capabilities of these devices and their

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relatively low costs have increased their presence in schools, creating additional IT challenges in the areas of Security, Networking and Support. The marketplace is trending toward heavy reliance on mobile devices and plans are being implemented to ensure classroom and support models are prepared to integrate mobile devices into the learning process.

- **Cloud Solutions** - Cloud-based services are dramatically more prevalent than they were five years ago. Costs associated with these tools have plummeted, security concerns have been addressed and the capabilities of many of these products and services have expanded exponentially. Bamberg School District One has begun the deployment of cloud solutions within the district and schools and will continue to pursue additional solutions into the overall Information Technology support strategy.
- **Online Assessments** - The past five years have seen a dramatic shift in the role that nationally approved curriculum assessments play, what these assessments are designed to evaluate, and how these test instruments are administered. The result is a need for both increased computer-to-student ratios and higher capacity networks in the Bamberg School District. The District is currently utilizing online assessments in several areas.
- **Professional Development** - The content and frequency of formal professional development has changed dramatically over the last five years. Rapidly changing technology requires a thoughtful approach to keeping teachers and administrators properly trained and prepared to integrate the technologies into the classroom.
- **Wireless Networking** - This technology has continued to expand, (versus wired networking). The increasing use of mobile devices has caused an unrelenting pressure to provide not only more wireless access points in classrooms but also greater throughput for each connected mobile device. Bamberg School District One has been expanding the wireless connectivity within the schools to accommodate the expected 1:1 program and the BYOD (Bring Your Own Device) concerns and will continue to request increases as required in the broadband access.

These improvements in connectivity have opened up enormous possibilities for learning. The central focus of this plan addresses how Bamberg School District One learners can make the



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fullest, wisest, most powerful use of this opportunity while addressing the existence of the “haves” and “have-nots.”

**District Needs Assessment**

Bamberg School District One has been and will continue upgrading its infrastructure to allow better functionality of our programs and the internet to expand educational resources. The district is continuously upgrading its aging computers. Adding computer labs and tablet devices to our schools and purchasing student-based programs is an ongoing endeavor. In order to accommodate the demand on the internet due to anticipated on-line state testing; the district’s diagnostic MAP testing; Enrich, a web-based management system used in special education; and Power School; 1:1 personal computer devices; Bamberg School District One will continue to monitor internet connectivity capabilities to insure adequate capacity.

The district is replacing administrative computers to meet the needs of our student information systems. Continuing efforts are ongoing to enhance communication between school, home, and the community. We currently utilize a parent notification system which allows for regular/emergency communication between home, school, and community. Wireless communication through cellular service will be requested to provide communication between district resources and personnel as well as students. We are striving to provide staff training that encourages teachers to integrate technology into the classroom. District staff assists in providing the necessary training to our teachers.

We continue to strive to replace antiquated network equipment within our schools. The district has replaced as much equipment as our budget allows and will apply in the future for E-Rate assistance to maintain the integrity of our systems. Our plans are contingent upon being approved for E-Rate funding and the district’s ability to provide matching funds. The appropriate percentage of matching funds has been budgeted when available, as we strive to meet the requirements and challenges of No Child Left Behind.

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**District Technology Vision**

Bamberg School District One will provide an instructional environment where students will use technology as a tool to ensure their success. The district will accomplish this by:

- Integrating technology into all curriculum areas to enhance instruction, learning, and assessment
- Providing students, parents, staff, teachers, and the community access to district-approved educational resources
- Expanding the district's educational resources to include virtual classrooms, online classes, video conferencing, web-based instruction, 1:1 personal computing devices and assistive technology equipment
- Providing continuous and comprehensive technology training for students, teachers, and administration
- Increasing home-school-community communication through web pages, email, and automated communication systems
- Maintaining state of the art equipment as funding allows

**District Mission Statement**

The mission of Bamberg School District One, in partnership with the home and community, is to provide effective educational experiences that lead to increased student achievement.

**Introduction:**

After presenting a district profile and stating needs, vision, and mission, *Success Through Technology* presents four categories that must be addressed in order to continue improving student achievement through the use of technology as an integrated tool. All strategic actions are designed to increase student achievement through the effective integration of technology into the core curriculum.

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Classroom Technology	Infrastructure & Security	Professional Development	Research & Collaboration
Goals			
Summary of Findings			
Recent Progress			
Spotlight on Success			
Challenges			
Improvement Opportunities			

Each of the above listed categories include focused data points in the following areas:

- Goals
- Summary of Findings
- Recent Progress
- Spotlight on Success
- Challenges
- Improvement Opportunities

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The four core technology categories are as follows:

**Category 1: Student Learning/Classroom Technology**

**Goals and Objectives**

1. Digital content will be available before, during and after school to support teachers, students, families, administrators and technologists.
2. Digital content will be integrated into all learning processes that educators deem appropriate.
3. Students and staff will be given expanded access to education materials when requested, but at no time will the CIPA requirements be violated.
4. All students will have access to educational materials that incorporate universal design. These materials include: Office 365 programs, state-of-the-art PC's and/or tablets, interactive boards and access to their documents from home.
5. All students will demonstrate mastery of technology literacy by the end of eighth grade.

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**Summary of Findings**

- Teachers and staff will be challenged to continue leveraging technology in the classroom by including it in their curriculum daily. Many of the nation's best educational technologies are currently in place at all locations across the district.
- South Carolina has done a good job proactively creating purchasing agreements with many of the educational technology vendors to simplify the acquisition of products and services.
- Bamberg School District One has an experienced technology staff and rely very little on support from the state when assessing, implementing or supporting classroom technologies.
- Currently there is collaboration between district schools when it comes to classroom technology. There is a strong desire to collaborate and share examples of different technologies that have been implemented along with lessons learned.
- There are obvious signs of "haves" and "have-nots" across the district's serving area when it comes to technology and how it is incorporated into the classroom.
- The district has made tremendous strides toward standardization throughout the district when it comes to classroom technology. Opportunities to improve in this area will be identified later in this section.
- There is evidence across the district that students desire the use of technology and have the ability to adopt it successfully when properly instructed.
- There is a direct correlation to a student's success utilizing technology and a teacher's aptitude for that technology. This ties directly into professional development and training needs.
- The rollout and support models associated with classroom technology directly impact the teacher's ability to learn the product, use the product, educate their students using the product and achieve success in the classroom.
- The district's approach to the selection of a new technology, is to evaluate thoroughly and to deploy in selected areas based on collaboration with the administration and the technology team. This will insure a more successful implementation and allow for

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successful training. However, standardization significantly reduces the risks associated with training staff and supporting the technology.

**Recent Progress**

The following chart is representative of the products currently deployed in the district:

Category	Products Currently in Use
Interactive Whiteboards	TeamBoard MIMIO
Video Monitors & Projectors	Hitachi V-Bricks IPTV
Document Cameras	Various
Portals & Websites	Learn 360 Office 365 MS SharePoint

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Category	Products Currently In Use
Laptop Computers	Dell Apple HP IBM/Lenovo
Mobile Devices	I-Pads and I-Touch
Distance Learning Carts	Tandberg
Classroom Amplification Technology	TeamBoard
Virtual Learning	Moodle via South Carolina Virtual High School (SCVHS) is used to deliver most virtual learning.
Libraries	

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The Technology Committee will meet every six months to review the planned progress in the student learning/classroom technology section and modify the plan as needed. Things to consider are: technology updates, bandwidth requirements, curriculum modifications, etc.

### **Spotlight on Success**

The district has completed the installation of interactive boards in 100% of the classrooms in the Richard Carrol Elementary School and projectors and/or Mimio devices in the classrooms at Bamberg\Ehrhardt Middle School and Bamberg\Ehrhardt High School. All teachers now have digital technology to use in their daily instruction that includes; PC's, notebooks, projectors, interactive boards solutions, quality sound systems.

This project is ongoing and its completion is dependent upon budget availability to successfully place digital instructional technology into the hands of all of our teachers.

### **Challenges and Improvement Opportunities**

Standardization of classroom technology within the district will remain a high priority item. The goal of the analysis process is to select technologies that offers vendor support and train-the-trainer service to support staff to adequately provide training and support services.

The district administration will continue to monitor the technology staffing needs through the use of an existing work order program (SchoolDude) to aide in work load analysis. The district will continue utilize part time employees as workloads fluctuate.

The state has limited training offerings, but the district will continue to seek training for the technology staff via vendors and in-house courses. The teachers and staff will continue to be trained by the technology staff and vendor offered courses to develop a quality train-the-trainer solution.



## **Category 2: Infrastructure and Security:**

### **Goals and Objectives**

Provide a robust, secure and cost effective technical infrastructure that improves equitable access to appropriate technologies for all classrooms and in every school in Bamberg School District One.

All schools will provide:

- **One high performance computer per teacher for administrative and instructional use. This will be in the form of a PC, IMac and/or Notebook/Tablet**
  
- **2:1 student-to-computer high performance PC or computing device at the secondary level and at least a 2:1 student-to computer ratio at the elementary school level to provide on demand, equitable access to a variety of technological tools. A 1:1 program will begin in 2015-16 at one grade level in the elementary school level (3<sup>rd</sup> or 4<sup>th</sup> grade).**
  
- **Access to a variety of technology devices to maximize student learning. Interactive boards are in every classroom grades K-6 with the approximately 30% in the remaining grades. As funds are available, additional boards will be added at the secondary level.**
  
- **One computer projection device or display unit per classroom and other instructional areas. Interactive boards and projectors are in every classroom grades K-6 with the approximately 60% classroom projectors in the remaining grades. As funds are available, additional boards will be added at the secondary level.**

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- **A secure and proactively monitored computing environment to ensure safe access and information integrity.**
  - Reassess strategies for procurement/contract vehicles, technology refreshment, maintenance, adequate technical support, and upgrading of hardware and software within the district. Revise and implement modern learning practices where appropriate.
  - Agree to the definition of “high performance” among all technology team members. It is essential that Bamberg One’s infrastructure move away from the “minimum requirements” mentality and strive towards “recommended requirements” to optimize the use of classroom and other technologies.
  - Collaboration across the district to coordinate technology purchases will greatly reduce costs and allow the district to do more with their limited budget dollars.
  - Review and update school construction and telecommunications standards and prepare infrastructures for a one-to-one learning environment; develop guidelines for recommending funding investments for infrastructure.
  - Publish (and continually maintain) highly effective practices that use new and emerging technologies and devices to extend the flexibility, accessibility, usefulness, and cost-effectiveness of infrastructure.
  - Develop guidelines for installing equipment and configuring networks for maximum efficiency and effectiveness. The district and state should work collaboratively to keep the documentation current and accessible.
  - Assess long-term connectivity and bandwidth needs and develop strategies for meeting them. This includes moving away from one current way of thinking about wireless technology. Simply having “coverage” is no longer a solid strategy. Density studies are required at the school level to 1) ensure the number

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of systems accessing the network do not degrade the network's performance and 2) are necessary to ensure the optimal use and yield of wireless investments.

- ☐ Review and revise Acceptable Use and Internet Safety policies to reflect the current online environment. A heavy focus on mobile devices is suggested.
  - ☐ Monitor compliance with the federal Children's Internet Protection Act (CIPA) to ensure eligibility for federal funds.
- **Bamberg School District One's Technology Team will strategize to determine if there are certain Technology functions that can be standardized (or more standardized) to allow for better collaboration and possibly centralized support.**
    - ☐ Examine how disaster recovery services are currently provided at the district and school levels and ascertain what (if anything) the state can do to help encourage or support disaster recovery (DR) initiatives.
    - ☐ Computer maintenance and refresh cycles are no longer optional. They are mandatory to ensure properly functioning education technology. Many of the districts' refresh strategies pose significant risks to school technology effectiveness within the district. A standardized refresh cycle would benefit all stakeholders.
  - **The District will continue to expand the access and availability of technology after school hours for all students, teachers, administrators, and technologists.**
    - ☐ The District will collaborate to develop plans, including policies and procedures for after school access to computers and other technologies and resources, especially in areas where technology is not available in homes
    - ☐ Teams can seek funding opportunities or creative strategies to provide incentives that encourage after-school access to technology and resources, especially in areas where technology is not available in homes.

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- Expand collaboration with public libraries, community centers and institutions of higher education to provide anytime, anywhere access to technologies and digital content.
- **District administration should strive to provide:**
  - A working group to identify viable metrics that quantify how many resources per technical area are necessary to adequately support a modern educational technology environment (desktop, network, security, websites, classroom technology).
  - At least one full-time technical support person for every 150 to 300 computers or classroom computing devices. This ratio is a generic model which needs to be evaluated by the district administration based on their needs and their capabilities.

**Summary of Findings**

- The requirements-gathering activities related to this section focused primarily on the following areas
  - Network access and density
  - Desktop support and refresh strategies
  - Email systems
  - Printers/Faxes/Copiers and how they are procured and maintained
  - Website support
  - Server and database environments and support
  - Security (all levels)
  - Disaster recovery strategies
  - Help desk strategies
  - Tools and techniques
  - Issues and concerns

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- Technical support model and staffing levels
  - Recommendations/wish lists from schools and support personnel
  - Suggestions on where centralization and/or collaboration could make sense
  - Suggestions on where the district could add targeted assistance
- The vast majority of district information technology staff and technology support staff often work in a reactionary mode on a day-to-day basis and consistently feel overwhelmed.
- There is a general consensus that technology staff are perceived as administrative staff and therefore not critical to the mission of an education facility. The reality is their jobs are quite possibly some of the most important functions next to the teachers.
- Different school districts have different degrees of broadband access. There is a standard formula established by the CIO office to be used by all schools and districts at this time.
- Significant progress has been made to expand the infrastructure capabilities across the district by the technology staff.
- Wireless access is one of the most important issues facing all districts and schools. Reliance on wireless is critical and expansion of wireless networks is a top priority.
- Email systems are not standardized statewide and for many districts require significant focus from the already overextended technology support staff. Bamberg School District One has chosen the hosted Office 365 email platform to reduce local maintenance requirements and hardware cost.
- Database support and server support staff often must manage multiple platforms and perform multiple roles just to keep the network functioning. There are multiple hardware and software products in use today across the district, and there is a clear desire for better technical support models to assist in the governance of these complex environments.
- The district has chosen the LightSpeed content filtering system for website filtering and monitoring. This gives the district technology staff more control of proper and improper use of the internet access by students and staff. This is required by CIPA regulations.

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- Security is one of the high priorities for the district. The fear of being hacked and having student or employee data stolen is prevalent. There is a strong desire for the technology staff to provide proactive security services and targeted assistance to strengthen security measures at the district and school level.
- Computer support is a major challenge for most school districts. The district strategy for technology refreshes is to purchase off lease systems with expansion capability. There is a direct correlation between the ability to maximize the value of classroom technology and the version of operating system the computing devices are currently operating. The newer the operating system, the greater return on investment in classroom technology.
- Following the recommended requirements is clearly more expensive but is a highly recommended industry practice that will help the classroom technology operate as it was intended.
- The final observation is one of the most important. There is clear evidence that technical skill sets are not equitable across the state's school districts. In many cases there are significant deficiencies in technical skill sets often times due to budget constraints. This directly affects the schools, the teachers, and ultimately the students who rely on technology. A focused attempt to expand technical training and technical support services is badly needed to help level the playing field and reduce the great frustration that exists across district. With the ever-increasing reliance on technology in today's modern schools, it is imperative that the schools have adequate technical support staff to manage the diverse technical products and services being acquired and implemented on a regular basis.

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**Recent Progress**

Since the 2009 Educational Technology Plan was released, the district has made demonstrable progress expanding overall technical infrastructure. This section will highlight examples of the many technologies currently in use across district where demonstrable progress has been made. The intent of this section is to provide the reader with a summary of the different categories of technology that exist and the products/services that the district is currently utilizing. This is not an exhaustive list but it is based on the statistics already gathered and dozens of conversations with district and support staff within the schools.

Category	General Comments
Network Bandwidth	Internet Access – 150 MB  Intranet Access -10 GB  LAN Access – 100/1000 MB
Email Systems	Microsoft Office 365: Students Teachers Admin Staff

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Category    General Comments	
Printing/Copiers/Scanners	<p>Many document management products' brands are being used by schools:</p> <ul style="list-style-type: none"><li>• Cannon</li><li>• HP</li><li>• Epson</li><li>• Xerox</li><li>• Fujitsu</li></ul>
Desktops/Laptops/Tablets/Mobile	<p>Most of the major computing device products are currently being used:</p> <ul style="list-style-type: none"><li>• Apple (iPad, IMAC, iPhone)</li><li>• Windows (PCs, phones, tablets)</li><li>• Lenovo/IBM</li><li>• Dell</li></ul>
Windows Operating System	<ul style="list-style-type: none"><li>• Windows 7</li><li>• Windows 8</li></ul>



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Category Products Currently in Use	
Servers	<ul style="list-style-type: none"><li>• Dell</li><li>• ETV Streaming Servers</li></ul>
Databases	<ul style="list-style-type: none"><li>• Oracle</li><li>• SQL Server</li></ul>
Network Devices and Services	<ul style="list-style-type: none"><li>• Cisco</li><li>• Netgear</li><li>• VoIP</li><li>• VMWare virtualization tools</li></ul>
Security Tools and Services	<ul style="list-style-type: none"><li>• D.S.I.T. state provided security monitoring</li><li>• Barracuda Devices</li><li>• Lightspeed</li></ul>

The Technology Committee will meet every six months to review the planned progress in the infrastructure and security section and modify the plan as needed. Things to consider are: wireless capacity, switch updates, internet access, adequate content filtering to meet the CIPA requirements.

## **Online Security and E-Rate Requirements**

The majority of the school districts in South Carolina receive federal funds through the E-Rate program. One of the compliance requirements of this program is related to the Children's Internet Protect Act (CIPA). CIPA requires a dedicated focus at the state, district and individual school level to provide targeted training.

Specific requirements have been established which require schools to show evidence that internet safety training is being provided. Documented evidence of this training, including policies, procedures, training materials and a formal audit/compliance monitoring system must be created by each school. Bamberg School District One has installed the LightSpeed system content filtering device and plans to continue with this device through 2017. This is a compliant device that satisfies the CIPA regulations.

### **Online Security and E-Rate Requirements**

With the changes in the E-Rate filing changes beginning in the 2015-16 school year, the district funding by E-Rate will be substantially reduced over the next three years. The district will continue to budget their match portion for E-Rate based on the Category 1 and Category 2 requests. The following is a breakdown of the annual request and budget requirements:

#### **2015-16**

Online security will be continued using the LightSpeed product through a three year contract extension. The district will budget \$30,000.00+ for this service. The district will continue to extend the Kaspersky virus software contract for all PC's that are not operating with the Deepfreeze product.

E-Rate requests will be for telecommunications services only. The requests will be approximately \$4,000.00 monthly at the 85% E-Rate filing percentage. The 15% match will be included in the district budget.

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The district will budget for an additional 40 access points to meet the wireless activity increase in the elementary school based on the anticipated 1:1 initiative planned for the 2015-16 school year.

**2016-17**

Online security will services will continue based on the 2015-16 contracted services.

E-Rate requests will be prepared for Category 1 and Category 2 services. Based on the current E-Rate rules, the district will be limited to a \$150.00 per student reimbursement limit at a 90% rate. The service request will be for wireless access points and infrastructure upgrades. The district will budget the matching funds.

E-Rate requests will be for telecommunications services only. The requests will be approximately \$4,000.00 monthly at the 65% E-Rate filing percentage. The 35% match will be included in the district budget.

The district technology staff will continue to monitor the wireless capacities and request additional budget dollars for infrastructure needs in the absence of E-Rate approval.

**2017-18**

Online security will services will continue based on the 2015-16 contracted services.

E-Rate requests will be for telecommunications services only. The requests will be approximately \$4,000.00 monthly at the 45% E-Rate filing percentage. The 55% match will be included in the district budget.

The district technology staff will continue to monitor the wireless capacities and request additional budget dollars for infrastructure needs in the absence of E-Rate approval.

**Spotlight on Success**

The district has now completed the installation and implementation of a 10 GB Single Mode fiber WAN (Wide Area Network) that connects the district office to all schools within the district. Along with the fiber installation, new high speed routers and switches were install to

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accommodate the anticipated bandwidth requirements for internet and video access used for instruction.

### **Challenges and Improvement Opportunities**

This section is focused on technology infrastructure and information security, but many sub-topics emerged during research. The list of topics below is not exhaustive and will likely be expanded upon as plan efforts continue.

#### **Challenges and Possible Solutions**

**There is a great deal of uncertainty surrounding the necessary amount of bandwidth needed to allow each student to successfully utilize today's classroom technologies. If bandwidth is insufficient or the wireless system is not robust enough to allow students and teachers to successfully leverage the desired technology, at a certain point, the learning process will be directly impacted.**

- Collaborative study must continue in order to identify and agree upon standards surrounding the necessary average bandwidth per student. Exploration should consider mobile devices, streaming video and other online content that is accessed on a continuous basis. The district has already compiled a great deal of information in this area and will provide what has been compiled in the appendix.
- It is worth mentioning that this information can be extremely useful when it comes to justifying additional funding requests.

**Desktops and all devices still running the Windows XP operating system must be upgraded as quickly as possible. After April 8, 2014, Microsoft discontinued support of XP and no further security updates are provided. There are many risks in this area, including severe security control degradation, limited**

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**integration with modern classroom technologies, and challenges resolving technical issues due to limited to no Microsoft support.**

- The district is no longer using the XP operating system.
- A proactive assessment of all hardware and its “minimum requirements” versus “recommended requirements” is warranted. It may be discovered that many of the new technologies coming out today will claim to run on “minimum requirements” but the reality is they may not perform as desired. Education technology professionals should strive to move technology platforms to the “recommended requirements.”

**The staffing ratio of technology support personnel per student needs to be analyzed to determine proper level of technical staffing and training for district support. The district clearly does not have enough technical support staff or training to fully meet the needs of their educational and administrative programs. They are working under extraordinarily tight timelines and they are forced to juggle many tasks on a daily basis.**

**The risks multiply when factoring in how rapidly technology is changing and how quickly products that are seen as cutting edge today become obsolete tomorrow. It is imperative that the technical support staff also be involved in new technology assessments.**

**The district must address the pressing need for Disaster Recovery Solutions. There is currently a Disaster Recovery Solution in place, but annual review is necessary.**

- Disaster Recovery potentially impacts both state systems and local school district platforms. It is imperative that all parties work together to identify areas where collaboration makes sense.
- Dozens of vendors offer cost-effective Disaster Recovery solutions. This should be one of the first areas the district focuses on in 2015. The agreed-upon service providers should be put on the state contract for districts to leverage if they so choose.

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- The district has address the Disaster Recovery solutions and has taken the required steps to be as prepared as possible. Redundancy has been put in place within the network fabric, a Baracuda backup system has been added to supplement the exiting Backup Exec solution to accommodate the massive data store requirement and anticipated needs, and an emergency power generator has been installed to serve the main server room during extended power outages.

**Security concerns are one of the most commonly mentioned issues across the school districts' leaders. Security is a broad topic and potentially impacts many areas including:**

- Student Data-PowerSchool, Websites, Teaching Portals
- Employee Data-HR/Payroll Systems
- Financial Data-Accounting & Finance Systems.

**There is a strong need for a comprehensive security approach to protecting institutional and personal data. The federal and state government both have stringent guidelines for data security. South Carolina had a 2012 state-level security breach that ultimately cost tax payers tens of millions of dollars in recovery and protection efforts - a compelling demonstration of the need for enhanced infrastructure and additional security measures.**

- It is important that K-12 educational institutions collaborate to identify ways to proactively audit security risks and implement targeted solutions to address the specific needs at the school district level. Much of the collaboration addressing security risk has been discussed in the Technology Round Table conference. Some of the steps taken by the district toward security changes have come through collaboration at the conference, conversations with other districts and state recommendations.
- Formal Information security (InfoSec) protocols should be required at the school district level. The following procedures are in place in the district:
  - Install and enable anti-virus software, and keep it up to date using the latest virus signatures. Enable real-time detection and schedule regular full scan.
  - Apply the latest security patches or updates from product vendors to your operating system and the applications installed in your computer.

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- Use strong password and change it periodically.
- Install and enable personal firewall software.
- Do not open suspicious emails nor follow URL links from un-trusted sources (including links in social networking sites) to avoid being re-directed to malicious websites or falling prey to phishing attacks.
- Always be wary when giving off sensitive or personal information. Legitimate service providers seldom ask for your personal or account information through email. Consult the relevant organization if in doubt.

□ Additional training around information security already is an ongoing process in the district.

**The staffing ratio of technology support personnel per student needs to be analyzed to determine proper level of technical staffing and training for schools. The district clearly does not have enough technical support staff or training to fully meet the technical needs of district. Unfortunately, there is direct evidence that having several different versions of technology within the district and/or schools leads to decreased support capabilities due to the extreme challenges of requiring limited technology staff to learn the intricacies of several different hardware and/or software platforms.**

□ A more standardized technology purchasing strategy is in place in the district. This will allow the district to better train staff on how to analyze and fix hardware and software solutions. This type of purchasing strategy is an accepted industry approach and would also greatly simplify management of the technology refresh process.

□ It is important for districts to embrace their commonalities and support collaboration

opportunities for purchasing, technology support and training across those districts that utilize

similar technologies.

## **Category 3: Professional Development**

### **Goals and Objectives**

Improve teacher and administrator integration technology in the classroom, administration, and overall learning process.

Professional development opportunities can ensure that educators have the skills to support lesson planning, classroom management, and administrative tasks required to provide a high quality 21st century education to students. Professional development opportunities for educators must be available 24/7 to all educators through a variety of delivery methods, including online and other on-demand learning technologies.

Many South Carolina educators are very comfortable with technology and use it regularly in their classrooms. Many others are willing to learn but have had limited access to appropriate technology and time for professional development to enhance their skills with sufficient exposure to the effective use of technology. To meet the needs of Bamberg School District's students and prepare them for success in the 21st century, institutions must devote significant time and resources to adequate and ongoing professional development for all teachers. A comprehensive professional development initiative is imperative. With sustained leadership and support, this initiative can help educators integrate the latest technologies into the day-to-day education process. Such an initiative should be responsive to the needs of educators by providing content-focused strategies and technology tools appropriate for each subject area and grade level.

### **Objectives for 2015-17 and Recommendations**

**Design and implement technology standards that are relevant and mutually agreed upon by educators and administrators.**

- Identify technology standards and implement measures to monitor progress towards meeting these standards. Tie specific training activities to standards to ensure teachers have adequate opportunities to learn new technologies.



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**Teachers and library media specialists will meet established education technology standards.**

- Incorporate technology requirements into local professional development plans.
- Encourage district staff to utilize online assessment tools to measure teacher technology literacy; assist staff in structuring their individual professional development plans for meeting agreed upon standards.
- The district could seek strategic partnerships to provide opportunities for professional development programs that include targeted training in relevant technology applications.
- Consider ways to reward teachers that have achieved proficiency on meeting the standards. Funding considerations must be considered as part of this strategy.
- Continue to build internal capacity in schools to support technology-related professional development using state, district and school administrators, school-based technology specialists, school library media specialists, teachers, private sector resources, and other knowledgeable partners.
- Develop evaluation criteria and standards-based tools that can be used in observations to evaluate instructional staff competency related to the adopted standards.

**Administrators at the school and district levels will meet established education technology standards.**

- Develop evaluation criteria and standards-based tools that can be used by staff to evaluate competency related to the adopted standards.
- Develop high-quality professional development to provide anytime, anywhere learning opportunities for staff and/or administrators.
- Use online tools to assess the knowledge and skills of administrators and teachers and assist them in creating professional development plans for meeting the adopted standards.

**Management should review staffing levels to determine the optimal ratio of technology support personnel per staff member. This would include**

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**distinguishing between technical training staff, technical support and specific technology-related roles and responsibilities.**

- The salary grades will need to be examined to ensure the technologists roles and responsibilities properly map to the state's salary bands.

**Teachers will have access to classroom and online training for classroom technology.**

**The district will provide on-going professional development opportunities that support effective technology integration, implementation and enhance student academic achievement.**

- Districts should provide ongoing professional development opportunities to ensure teacher technology literacy.
- The District should provide ongoing professional development opportunities to ensure effective, responsible, and safe use of technologies (i.e. Digital Citizenship, Internet Safety, Information Security).
- The District should provide ongoing professional development opportunities in effective practices to ensure effective technology integration in the classroom.
- The District should provide ongoing professional development in the use of data, data-informed decision-making and data-driven instructions.

**Educational institutions will provide resources, support and information regarding highly effective practices in classroom technology implementation and integration.**

- A review of existing tools and resources is recommended to ensure the districts can measure the effectiveness of technology and how it's being utilized within the classroom.
- Identify new ways to collaborate to support and promote the use of leading practices at all levels.

**Summary of Findings**

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- South Carolina has a robust professional development plan in place that is monitored on a routine basis.
- Scholarships and grants are available for teachers and administrators to utilize for training classes.
- Professional Development Training and Teacher Recertification: Trainers evaluate processes and local facilities, identify needs, consult, recommend and create solutions. They communicate current education outreach, new technologies, education services and applications, teaching methodology, and implement when applicable. SCDE, SCETV, State Library, and other state entities offer a variety of teacher professional development activities and resources.
- There is a large supply of classes that are available via classroom and online formats. The greater challenges are finding the time to attend these classes and informing the masses what courses are available.
- There is a strong desire for more regionalized training opportunities and for more online-based training opportunities.
- Teachers can learn a lot from the online classes but they prefer the classroom setting so they can network with their peers and share ideas and practical experiences.
- There is a strong demand for focused technical training classes. Teachers routinely find themselves overwhelmed that the technology is changing so rapidly and they feel as though it is impossible to keep up with everything new.
- There is a need for focused technology assessments for teachers, administrators and support staff to gauge skill levels and ultimately map any deficiencies to the necessary training courses.

### **Recent Progress**

Over the last few years the professional development staff in the district has made great progress refining the types of training staff required in order to adequately perform their jobs. Literacy specialists and technology coaches were identified to help the district and schools expand their understanding of technology and help the teachers more effectively integrate technology into lesson plans.

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The following topics were the most commonly requested professional development sessions by schools and teachers:

- Microsoft's Publisher software and producing various products
- Research skills
- My Big Campus (online classroom management system)
- Basic computer skills needed by each grade level
- Interactive whiteboards
- Online resources for content areas to include reading, writing, math, science, social studies, and various enrichment classes
- Smart Notebook and/or Tablet Device
- Document cameras
- Online encyclopedias
- South Carolina Internet Safety standards

The Technology Committee will meet every six months to review the planned progress in the professional development section and modify the plan as needed. Things to consider are: new teacher training, curriculum changes, hardware and software changes, teacher and student needs requests.

### **Spotlight on Success**

The District has purchased the Microsoft® Office 365 solution to allow student, faculty and staff access to documents at school and home. This has given students and staff the ability to continue to work on projects and collaborate with others after leaving the school. This has also given every student and staff member an email at no additional cost to the district.

### **Unique Challenges Within Professional Development**

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Professional development is unique across school districts and within particular school districts. The challenges that exist are often tied directly to an individual but there are several common challenges that arose during the interview process:

- Teachers require additional online professional development options.
- Districts, schools, and educators require training that is tied to specific technological devices.
- Educators require assistance identifying innovative methods for differentiating instruction to meet the needs of different students.
- It is challenging for educators to keep up with the 21<sup>st</sup> century ISTE standards for students.
- The number of new technologies available to educators increases yearly and it is challenging for teachers and technical support staff to stay current on new products and versions of products available in the marketplace. It is also difficult to stay current with the latest security patches and upgrades associated with specific technologies.
- There is a rapidly growing dependence on videos and streaming video/audio within the classroom. These are often times large files that require heavy bandwidth to utilize. The availability and scale of the network directly affects educators and students on a daily basis. Many schools are concerned there won't be enough bandwidth to adequately support students' technology needs. The district encourages the use of the videos available on the ETV Video-On-Demand server located within the district's LAN. This will greatly reduce the demand on the district's 150 meg internet access pipe.
- Educators are interested in attending more focused technology professional development conferences. There is a desire to attend online conferences and webinars but it is often challenging for teachers and technologists to stay current on the availability of different classes.

## **Challenges and Possible Solutions**

**Limited available free time to take classes.**

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- Additional online, regional and classroom courses.
- Expanded regional classes to make it easier to attend training sessions.
- Dedicated timeframes for training within a calendar year.
- Backfill processes to help staff find time to take classes and minimize the impact on the organization while they are gone.

**Lack of awareness of free educational opportunities related to technology.**

- Better identification of training opportunities, potentially a centralized training website. Currently there are multiple sites for people to explore which makes it challenging to identify what is available.

**Limited budget for retention of professional certifications Occupational Therapy (OT), Physical Therapy (PT), Speech Language Pathology (SLP) and Assistive Technology Practitioner (ATP).**

- Additional dollars to support the certification process.

## **Category 4: Research and Collaboration:**

### **Goals and Objectives**

Identify innovative ways for the district, schools, families, and local businesses to collaborate to enhance the learning experiences for the students of South Carolina.

### **Objectives and Recommendations for 2015-17**

**Identify several innovative ways for the district, schools, families, and local businesses To collaborate to share information.**

**Expand collaboration opportunities using technology tools to develop all manner of partnerships within the local, regional, state, and global communities. These partnerships should provide a rich resource to students, building opportunities for learning, and helping foster overall community growth.**

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- Expand PreK-12 and higher education collaboration so as to strengthen the instructional technology components of the teacher preparation programs (i.e., use of appropriate terminology, training in technology decision-making, data-driven decision-making and organizational change).
- Help teachers build personal collaboration networks that might include social media tools and relationships that stretch beyond the classroom walls.
- Provide education opportunities and relevant grant resources to build community partnerships with state, national, and global entities.
- Foster and support communication between school communities in a variety of ways.
- Continue to foster connections to other school districts, regions, state agencies and local businesses.
- Continue to provide and support initiatives that draw on local and regional resources through the use of electronic means.
- Showcase examples, when possible, that exemplify effective practices in the engagement of community partners.
- Connect schools with regional and national organizations that assist with providing access to students with disabilities.
- Provide online resources for fostering parent involvement in school communities. Resources may involve day-to-day communication with parents via email, social networking sites, and new modes of electronic communication providing access to student files and individual learning plans and examples of work, and providing regular access to student information system data on their child's progress.
- Provide educational opportunities and relevant grant resources to build community partnerships with state, national, and global entities.
- Foster and support communication between school communities in a variety of ways.
- Continue to provide and support initiatives that draw on local and regional resources through the use of electronic means.

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- Provide and showcase examples, when possible, that exemplify leading practices in the engagement of community partners.
- Continue to support efforts surrounding South Carolina's Virtual Learning programs to expand offerings both within and out of state so that learners may take advantage of a diverse variety of courses and offerings.
- Connect schools with regional and national organizations that assist with providing access to students with disabilities.
- Become a model of collaborative communication for local communities, with students involved  
in the creation, development, and maintenance of websites, blogs, apps, and other collaborative  
tools for local projects and entities.

**Summary of Findings**

- There is a strong desire across the district to identify new ways to collaborate.
- The District staff are interested in better collaboration with state agencies. (i.e. SCETV, State Libraries, Department of Education).
- Community colleges and state colleges are actively involved in collaboration with the school district and schools. There is a strong desire to expand this collaboration.
- Parents have expressed a strong desire to be more engaged with their children's education. South Carolina schools currently have a large footprint of interactive portals that help bridge the gap between schools and home. There are plans in place to expand the use of portal technology.
- There is a need for a mechanism to foster communication and collaboration between different entities across South Carolina's education network:
  - Districts
  - Schools
  - Families
  - Community colleges



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- State colleges
  - Local and state libraries
  - State agencies
  - Local businesses
- There is a strong desire within all levels of South Carolina's education system to identify new ways for educators, administrators, and families to collaborate to share information related to children in South Carolina.
- South Carolina's state colleges and community colleges have offered to expand their collaboration with the K-12 community.
- The school district is currently collaborating with local businesses to provide targeted technical and training assistance.

**Recent Progress**

- ListServes have been used to share ideas and collaborate. These tools are useful but not as value added as an interactive platform.
- The district is currently collaborating with local businesses to provide distinct services such as:
- Printing, copying and scanning capabilities
  - Desktop support
  - Network support
  - Email and telephony support
  - Technical training
- Community colleges and state colleges are offering new and relevant training classes to teachers, administrators and students.
- Local schools are collaborating with the families of their students to identify gaps in a child's technology skills and they are working together to bridge these gaps, using after school programs, take technology home programs, and customized education programs.

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The Technology Committee will meet every six months to review the planned progress in the research and collaboration section and modify the plan as needed. Things to consider are: community request, new business contacts, classroom requirements for additional collaboration with other districts, schools, international contacts, distant learning opportunities.

**Spotlight on Success**

- Telemedicine: The district currently participates in a Telemedicine program that supplies equipment that allows for access to nursing and pediatric services at MUSC (Boeing MUSC Grant) for the Richard Carroll Elementary School. If this is a successful program, the district will pursue these services in other schools.
- Edgenuity: This is a virtual learning program that allows Bamberg-Ehrhardt High School students to take courses for initial credit, credit recovery and attendance recovery if the student meets the qualification criteria. The expected success of this program should increase the district graduation rate and decrease the drop-out rate.
- Study Island: This is a WEB-based program that allows students access to remediation via an online service that can be accessed from home or school.
- Classroom Technology: The use of interactive boards have been placed in seventy five percent of middle school (7-8) and high school (9-12) rooms and one hundred percent of the elementary (PK-6) for instructional use throughout the school day. The teachers have been trained on the use of the equipment and integrate the technology into their daily curriculum.
- MAP Testing: MAP testing has allowed teachers access to enhanced analysis of student test data to identify weakness in reading and math scores to better prepare the students for state testing. All principals are using a technology based program on iPads to make classroom observations more efficient with timely feedback.

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- Project Lead the Way: This is a pre-engineering course offering that has successfully of many students and local industry.

**Local Business Collaboration Spotlight**

- Leader In Me: Significant donations have been received from local business in support of the Leader In Me program (a Dr. Stephen R. Covey program) that addresses the “whole” child concept. This has been one of the most effective programs ever implemented in the district.

**Business and Technology Collaboration**

- School-to-Work: Businesses throughout our area support Bamberg-Ehrhardt High students through working and shadowing opportunities in their businesses.

**Collaboration with Higher Education Partners**

There have been several distinct examples of collaboration between the state’s college systems and school districts. This example demonstrates the potential power of collaborating during the acquisition process to drive down costs and save taxpayer dollars.

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- Most of the higher educational institutions in the state purchase their classroom technology through a leasing program. The district has coordinated with these entities to purchase computer systems (PCs and Notebooks) annually. These systems meet the requirements of the programs and services being planned and will meet the district needs for 3-4 years. The savings to the district is about 75% and allows the district to meet the technology needs on a limited budget.
- Articulation Agreements: Agreements with Orangeburg-Calhoun Technical College, USC Salkehatchie and Denmark Technical College have allowed Bamberg-Ehrhardt High the opportunity to graduate with college credits.

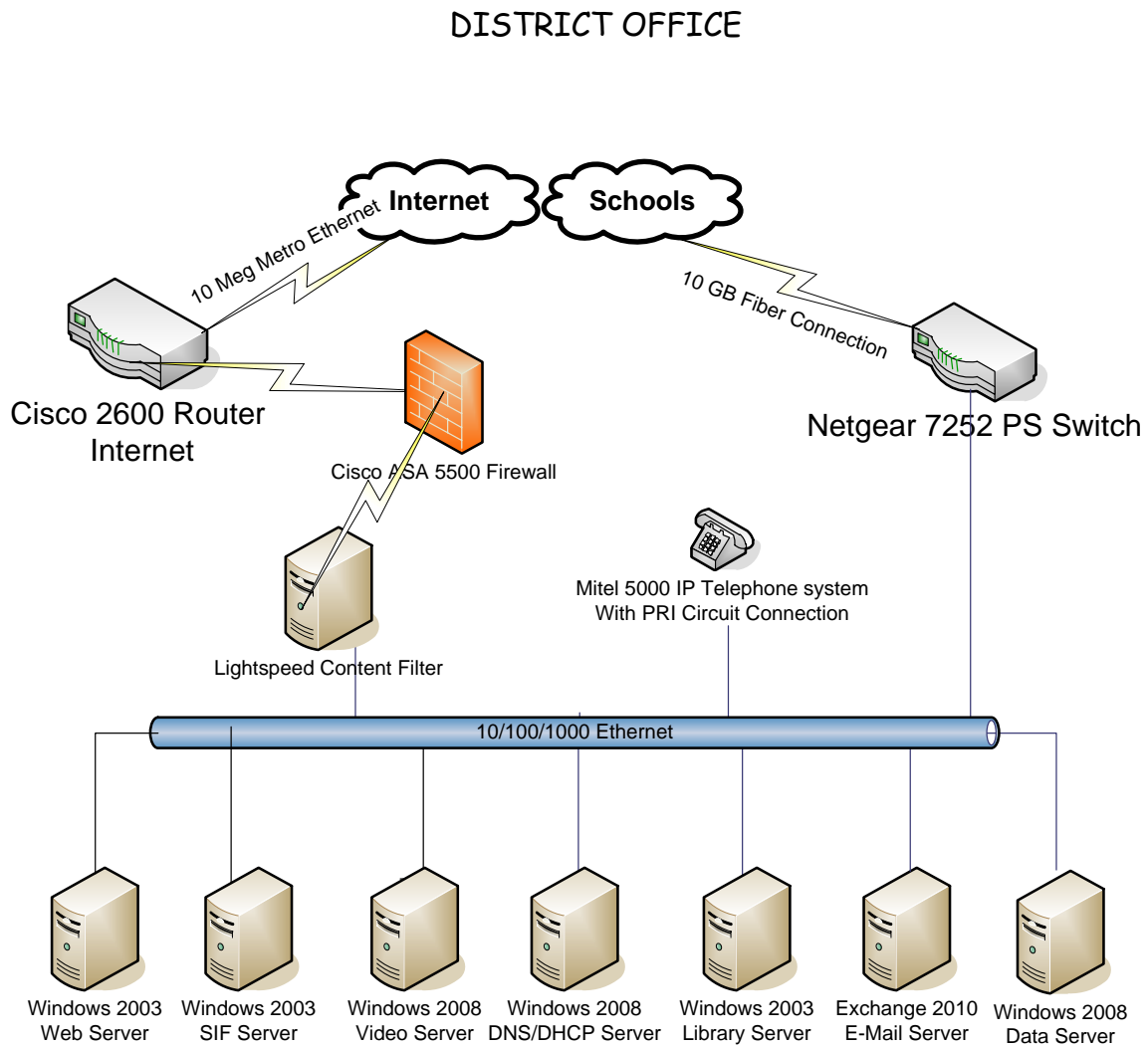
**Challenges and Improvement Opportunities**

- Technology coaches are needed to meet the professional development needs, however funding has not been available.
- To increase the student to technology ratio to 1:1. Funding permitting, the district plans to begin the 2015-16 year with one elementary grade.
- Provide more staff and professional development that demonstrates the implementation of technology across curriculum.
- More extensive use of Learn 360 videos and “real” life experience in the daily instruction.

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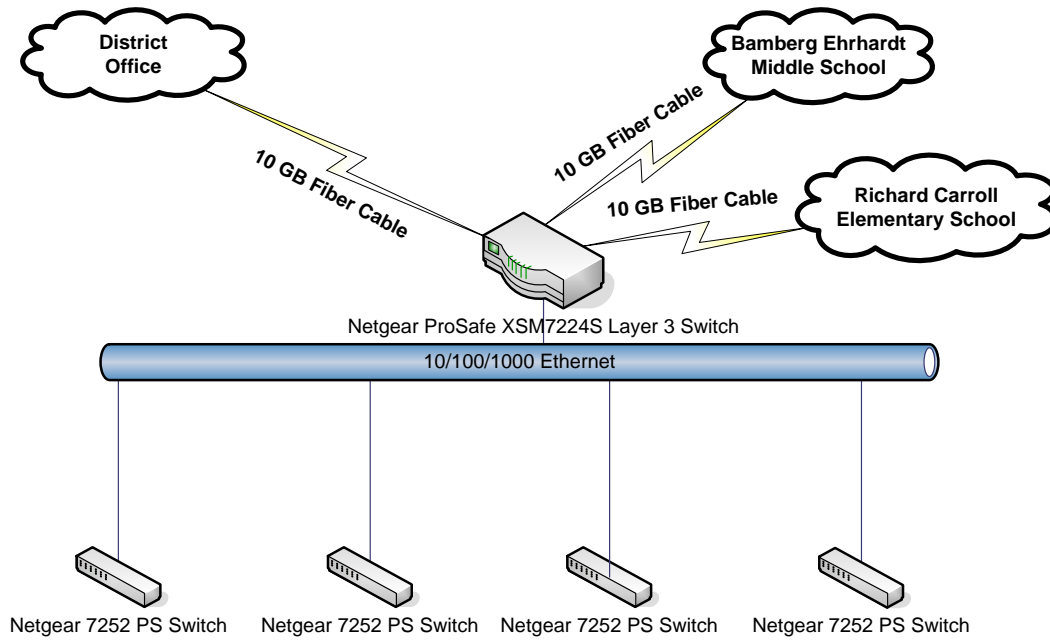
# Appendices

## Appendix A- District Topology



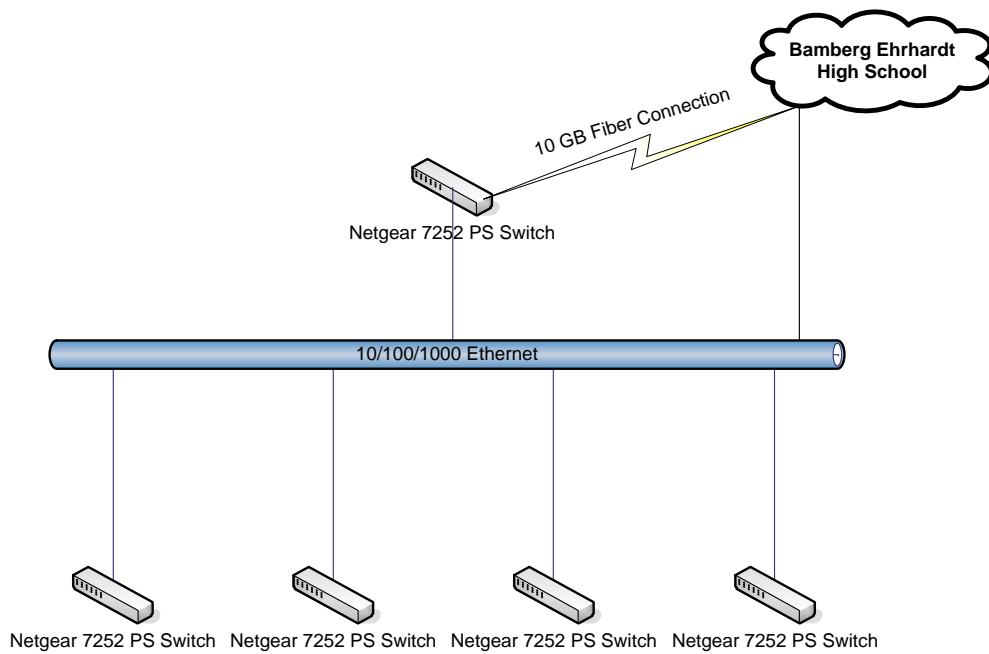
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BAMBERG EHRHARDT HIGH SCHOOL



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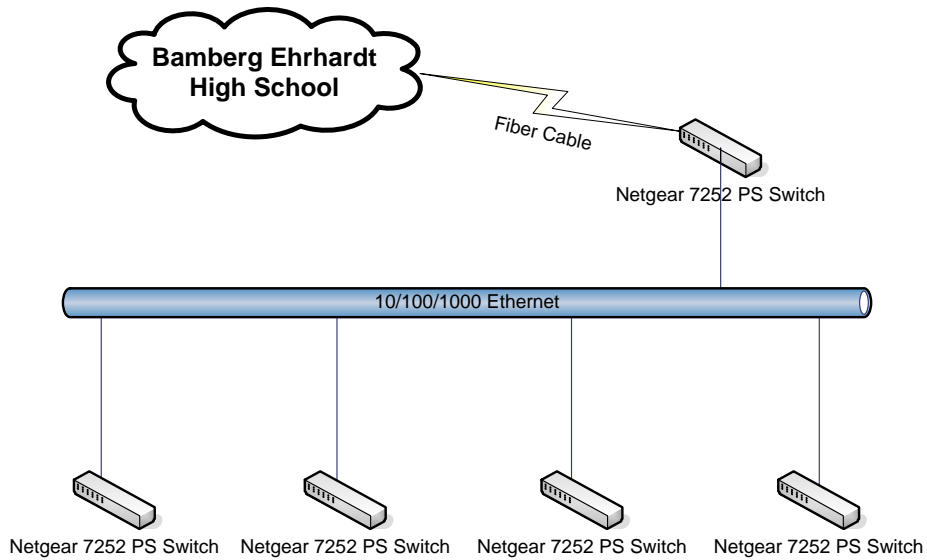
BAMBERG EHRHARDT MIDDLE SCHOOL





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RICHARD CARROLL ELEMENTARY SCHOOL



## Appendix B - Guidelines for Managing the Security of Mobile Devices in the Enterprise - NIST (NIST)

*Mobile devices come in all shapes sizes and capabilities, but all of these devices have one thing in common: they are increasing in use. We find them in the schools with increasing frequency and levels of ubiquity. These devices are truly impressive in terms of their capabilities and dwarf the computing power that devices of even ten years ago had (remember the Palm Pilot?). Unfortunately, the increased computing power of these devices, their large numbers in the schools, and the ease with which they can connect to and interact with local networks are factors which pose serious IT support and security concerns. This white paper from the National Institute of Science and Technology (NIST)<sup>1</sup> organization provides details both on the nature of the challenges that need to be addressed and outlines some effective, practical solutions to these problems that can be implemented today.*

### [NIST Guidelines for Securing Mobile Devices](http://www.nist.gov/customcf/get_pdf.cfm?pub_id=913427)

[http://www.nist.gov/customcf/get\\_pdf.cfm?pub\\_id=913427](http://www.nist.gov/customcf/get_pdf.cfm?pub_id=913427)

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<sup>1</sup> NIST is a federal agency whose mission is to promote innovation and fruitful competition through the development and advocacy of technology, standards and science. To learn more about NIST, please see <http://www.nist.gov/>

## Appendix C - Internet Safety Data Points

<b>Bamberg Schools Employee Acceptable Use Policy</b>	
<p>The <b>Bamberg School District One</b> views the use of technology as a tool for productivity and for learning. As such, technology operates as an extension of the classroom and library media center and as an integral part of the curriculum. This policy extends to both school and home use of the district network and all district-owned technology (e.g. computers, laptops, printers, handheld devices, digital cameras, digital media players, televisions, digital white boards). Employees with district-owned laptops are also expected to abide by the guidelines in the <i>Employee Laptop Agreement and Regulations</i>.</p> <p>The <b>Bamberg School District One</b> expects responsible behavior from technology users. Technology use is a privilege, not a right, and inappropriate use may result in a loss of those privileges as well as other disciplinary action. Willful damage or vandalism will result in legal or disciplinary action as well as repair or replacement charges.</p> <p>The <b>Bamberg School District One</b> uses software designed to prevent access to certain sites and will monitor network activity (e.g. email, Web sites, chat rooms, bulletin boards) visited by users of the network.</p>	
<b>1.0</b>	<b>Appropriate uses</b>
<b>1.1</b>	District technology resources are for educational use and acceptable use policy is to be enforced at all times.
<b>1.2</b>	The primary use of technology is for reference, inquiry and production of educational documents.
<b>1.3</b>	Employees must not play games or use technology resources for other non-academic activities during instructional time.
<b>1.4</b>	Copyright laws must be followed when using information from electronic resources (e.g. on-line databases, electronic encyclopedias, news services), including appropriate reference citation. Plagiarism and copyright violations will not be tolerated.
<b>1.5</b>	Downloading or using illegal music, games, software or other files is prohibited. Copyright violations will not be tolerated.

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<b>2.0</b>	<b>Use and care of technology resources</b>
<b>2.1</b>	Users must ask for assistance if they do not know how to operate any equipment.
<b>2.2</b>	Appropriate procedures must be followed, including proper startup, shutdown and sign-in procedures. Resources and peripheral devices (e.g. keyboards, disk drives, mice, cables) must be used with care. Keep food, drink, gum and magnets away from all equipment.
<b>2.3</b>	Employees must know that students are to use only their assigned equipment or peripherals and are prohibited from using equipment assigned to other students unless they have the permission of a teacher or technician. Students are to ask for permission before printing.
<b>2.4</b>	<b>Damaging, marring or defacing</b> technology resources in any manner is prohibited. Technology resources refer to the monitor, CPU, keyboard and mouse, printer, and any associated equipment. Technology resources also include network cabling system such as cables, connections, switches or electrical supplies.
<b>2.5</b>	<b>Deleting, altering or modifying</b> software residing on school equipment is strictly prohibited. This includes modifying system setups such as Windows desktop controls, menu settings or network security settings.
<b>3.0</b>	<b>Communications and email</b>
<b>3.1</b>	Creation or transmission of material in violation of school district policy or any local, state or national law is prohibited. This includes, but is not limited to, copyrighted material, threatening or bullying, gang-related activities, obscene material or material protected by trade secrets.
<b>3.2</b>	Employees must know that student communication with other Internet users is limited to use of Web Portal accounts unless approved by a district administrator. Social networking sites are strictly prohibited.
<b>3.3</b>	Email communication is professional correspondence and is the property of the district. All electronic communications must be conducted in a polite and considerate manner.
<b>3.4</b>	The school district is required by the federal government to archive email and instant messaging.
<b>3.5</b>	For safety purposes, employees should not share or post their own or anyone else's personal data (e.g. full name, address, Social Security Number, driver's license number, personal photograph). Any activity that results in the loss of another person's privacy is prohibited.
<b>4.0</b>	<b>Software and Internet</b>
<b>4.1</b>	Only district-approved software may be used on computers. Installing, copying or executing software not approved by the district is prohibited.

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<b>4.2</b>	Making illegal copies (to included district network provided resources e.g. home folder) of software or other copyrighted media (e.g. CDs, DVDs, music, movies, downloaded files) is prohibited.
<b>4.3</b>	All access to the Internet from school or home is protected by filtering software provided by the district. Circumventing any filtering software (e.g. proxy and ghost server websites) is prohibited.
<b>4.4</b>	Computers connected to the network must have security software installed. Any computer brought from home must first be physically checked by district personnel to ensure it has appropriate software and licensing.
<b>5.0</b>	<b>System security</b>
<b>5.1</b>	Abuse of network or personal passwords, obtaining the passwords of other users or circumventing system security measures in any way is prohibited.
<b>5.2</b>	Do not engage in any activity that might be harmful to the computer or network (e.g. create viruses, damage files, disrupt service intentionally, access hacking programs).
<b>5.3</b>	Employees must know that altering files, changing BIOS settings or hiding directories or files is prohibited for students.
<b>5.4</b>	Unauthorized remote access or hacking to school resources is prohibited.
<b>6.0</b>	<b>Controversial material</b>
<b>6.1</b>	Users should not attempt to access inappropriate sites such as those that contain obscenity, pornography, advertisements for products or services not permitted to minors by law, hate or gang sites or other sites which may be harmful to minors or may cause a substantial disruption to the academic environment.
<b>6.2</b>	The Bamberg School District One attempts to filter inappropriate material through a selected list of sites deemed as inappropriate due to content.
<b>7.0</b>	<b>Classroom use of online resources</b>
<b>7.1</b>	Internet use is for legitimate educational purposes. Violations will result in disciplinary action and may result in loss of Internet access privileges.
<b>7.2</b>	Employees will be responsible for reviewing the acceptable use policies and procedures with students prior to computer and Internet usage.
<b>7.3</b>	Guided Internet use involves employees modeling or directing student use of specific online resources (e.g. Web Portal, DISCUS, Yahoooligans, WorldBook) in a closely-supervised situation. All online resources and searches should be previewed before presenting to students. Employees may work directly with small groups of students or with an entire class.

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7.4	Independent Internet use involves employees directing student use of appropriate online resources (e.g. Web Portal, DISCUS, WorldBook) in a supervised situation. Students may work independently or in small groups.
7.5	Only guided Internet use should be used for elementary students. Both guided and independent Internet use are appropriate for middle and high school students.

#### Ownership of property

Upon separation of the employee from the **Bamberg School District One**, all hardware, software, email and electronic files created by the employee are considered property of the district.

#### Enforcement

The **Bamberg School District One** considers any violation of the acceptable use policy to be a serious offense and reserves the right to copy and examine any files or information resident on district systems allegedly related to unacceptable use. Violators are subject to disciplinary action. Offenders also may be prosecuted under laws including, but not limited to, the Privacy Protection Act of 1974, The Computer Fraud and Abuse Act of 1986, The Computer Virus Eradication Act of 1989, Interstate Transportation of Stolen Property Act, and the Electronic Communications Privacy Act.

#### Summary

This acceptable use policy is designed to describe how the **Bamberg School District One** expects technology resources to be used. Persons violating this policy may suffer disciplinary action including, but not limited to, the loss of privileges relating to the use of technology in the schools. The district's goal is to provide employees and students with access to technology in a safe environment that encourages and supports instruction. As a user of these technologies users are expected to read, understand and acknowledge this policy before using the technology resources.

Please note: **Bamberg School District One** monitors all computer usage through a security system. Federal law (CIPA) mandates that all computer activity within schools be closely watched in order to ensure the safety of our students. It is the policy of the Bamberg School District One to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access, including so-called "hacking" and other unlawful online activity; (c) prevent unauthorized online disclosure, use or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act {Pub. L. No. 106-554 and 47 USC 254(h)} enacted December 21, 2000.

Employee name (print): \_\_\_\_\_

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***Sign and return this page to your school. Please keep pages 1-3 for your records.***

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The **Bamberg School District One** considers any violation of the acceptable use policy to be a serious offense and reserves the right to copy and examine any files or information resident on district systems allegedly related to unacceptable use. Violators are subject to disciplinary action. Offenders also may be prosecuted under laws including, but not limited to, the Privacy Protection Act of 1974, The Computer Fraud and Abuse Act of 1986, The Computer Virus Eradication Act of 1989, Interstate Transportation of Stolen Property Act and the Electronic Communications Privacy Act.

**Summary**

This acceptable use policy is designed to describe how the **Bamberg School District One** expects technology resources to be used. Persons violating this policy may suffer disciplinary action including, but not limited to, the loss of privileges relating to the use of technology in the schools. The district's goal is to provide employees and students with access to technology in a safe environment that encourages and supports instruction. As a user of these technologies, you are expected to read, understand and acknowledge this policy before using the technology resources.

Please note: **Bamberg School District One** monitors all computer usage through a security system. Federal law (CIPA) mandates that all computer activity within schools be closely watched in order to ensure the safety of our students.

**Signatures**

I understand and agree to abide by the Bamberg County School District's acceptable use policy. I understand that there are consequences if I don't follow this acceptable use policy.

\_\_\_\_\_  
Employee signature

\_\_\_\_\_  
Date

**Appendix 2: Acceptable Use Policy For Grades PreK-5**

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**Bamberg School District One**  
**Student Acceptable Use Policy for Grades PreK-5**

**I PROMISE . . .**



- to always ask for permission before I use technology. Technology includes (but is not limited to) computers, monitors, keyboards, mouse, cables, printers, digital cameras, televisions, Smart Boards, iPods, and other devices.



- to use technology for educational purposes only. Computers are not to be used for entertainment or playing non-instructional games.
- to have clean hands and to use gentle hands when I use technology. I will not harm any part of the computer in any way. I will not adjust controls, move or hide icons, change or rename items on the desktop in any way.



- to follow teacher directions. I will pay attention when my teacher gives instructions.
- to ask for help. I will ask for help if I don't know what to do or if something is not working.



- to be responsible when I use technology. I understand that my Internet searches must be guided by a teacher. Just "surfing" is never allowed. I will remember that the computer keeps track of EVERYTHING I do.
- to be safe when I use technology. I will never share my name, address, phone number or other personal information on the Internet. Chat rooms and e-mail accounts are not permitted for students.
- to respect all people when I use technology. I will never copy the work of others. I will never use anyone else's password and will only access my own work or records. I will follow my teacher's instructions for using information and pictures found on the Internet.



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*Please note: Bamberg School District One monitors all computer usage through a security system. Federal law (CIPA) mandates that all computer activity within schools be closely watched in order to ensure the safety of our students. It is the policy of the Bamberg County School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access, including so-called “hacking” and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)] enacted December 21, 2000.*

**I understand that there are consequences if I don’t follow this acceptable use policy.**

Student name: \_\_\_\_\_

Student signature: \_\_\_\_\_

Parent/Legal guardian signature: \_\_\_\_\_

Date: \_\_\_\_\_

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**Acceptable Use Policy For Non - Employees**

**Bamberg School District 1**

**FILE: IJNDB-E(4)**

**Bamberg School District One**

**Non-Employee Acceptable Use Policy**

**Bamberg School District One**

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This acceptable use policy is designed to describe how Bamberg School District One expects technology resources (e.g. computers, laptops, printers, handheld devices, digital cameras, digital media players) to be used. The district's goal is to provide employees and students with access to

technology in a safe environment that encourages and supports instruction. As a user of these technologies you are expected to read, understand and acknowledge this policy before using the technology resources. Adult visitors may be allowed access to technology resources if students or employees are not using them. Visitor use of technology is at the discretion of school administrators or the media specialist and access may be withdrawn at any time. Minors not enrolled in school are not allowed to use computer resources. As a visitor to this school, I understand the following.

I must request permission every time I want to use the school's technology resources. School computer resources are for educational use. The primary use of the computer resources is for reference, inquiry and production of educational documents. I must ask for assistance if I do not know how to operate any equipment. The district uses software designed to block access to certain sites and will monitor network activity (e.g. email, websites, chat rooms, bulletin boards)

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visited by users of the network. Circumventing any filtering software (e.g. proxy and ghost server websites) is prohibited.

Accessing, creating or transmitting material in violation of school district policy or any local, state or national law is prohibited. This includes, but is not limited to, copyrighted material, threatening or bullying, gang-related activities, obscene material, material protected by trade secrets and other sites which may be harmful to minors or may cause a substantial disruption

to the academic environment. Downloading or using illegal music, games, software or other files is prohibited. Copyright violations will not be tolerated. Computers connected to the network must have security software installed. Any computer brought from home must first be physically checked by district personnel to ensure it has appropriate software and licensing.

The district considers any violation of the acceptable use policy to be a serious offense and reserves the right to copy and examine any files or information resident on district systems allegedly related to unacceptable use. Violators are subject to disciplinary action. Offenders also

may be prosecuted under laws including, but not limited to, the Privacy Protection Act of 1974, Computer Fraud and Abuse Act of 1986, Computer Virus Eradication Act of 1989, Interstate Transportation of Stolen Property Act and the Electronic Communications Privacy Act.

***Please note:*** Bamberg School District One monitors all computer usage through a security system. Federal law (CIPA)

*mandates that all computer activity within schools be closely watched in order to ensure the safety of our students. It is the policy*

*of the Bamberg School District One to: (a) prevent user access over its computer network to, or transmission of, inappropriate*

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*material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access, including so-called "hacking" and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act {Pub. L. No. 106-554 and 47 USC 254(h)} enacted December 21, 2000.*

I understand and agree to abide by the Bamberg School District One's acceptable use policy. I

understand that there are consequences if I don't follow this acceptable use policy.

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Signature Date

Issued 5/6/10; Revised 9/23/10

**Help your middle school child to develop safe online behavior**

In the middle school years, teens begin social networking, creating and uploading comments (blogs, videos, pictures), downloading music and other files, researching subjects for school, chatting with Instant. Message tools, video-chatting, and more. In short, middle schoolers are leading digital lives. At this age, the Internet is no longer a solitary or passive experience. For preteens and teens, the Internet is social. Teens are using the Internet to express themselves and to experiment anonymously with different identities. While the desire to strike out on their own is normal and common for children of this age, these children and young adults still need parental guidance (sometimes from a respectful distance) on how to conduct themselves safely online.

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### **Why Internet safety matters**

Young teens don't yet have an "off" switch in their brains. That means that they often act impulsively. This lack of impulse control combined with online anonymity could lead middle school children toward dangerous behaviors. These behaviors could include cyberbullying, inappropriate photo or video uploads, illegal downloads, meeting strangers and even cheating. Because socializing is so important to young people, online interactions can become intense - whether they're playing games, chatting with friends, or working together on a project. Teens are creating a digital footprint that can last a long time in cyberspace. Things they post can be forwarded by others and viewed by vast anonymous audiences. Children should be taught to self-reflect before they self-reveal information. This will make their online experiences safer. The first step to keeping preteens and teens safe on the Internet is to find out what they're doing online to make sure they're behaving respectfully and responsibly. Inform them about what is appropriate to say to others, what kind of content is okay to upload and download, and what kinds of interactions are important to avoid. Provide them with both examples of appropriate behaviors as well as those that are inappropriate and not acceptable. Helping children to become responsible digital citizens is what will ultimately keep them safe online.

### **Internet safety basics**

Never share names, schools, ages, phone numbers, or addresses.

Never open an email from a stranger – it may contain viruses that can harm a computer.

Never send pictures to strangers or view pictures that strangers send to them.

Keep passwords private (except from your parents).

Tell a trusted adult if something mean or creepy happens on the Internet.

### **Strategies for responsible - and safer - online life**

**Visit age-appropriate sites.** Find sites that promote learning and creativity and that appeal to the interests that children have. Review popular web sites before children visit them unsupervised. Despite what they might tell you, social networks like Instagram or Facebook are not meant for middle school students.

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**Minimize chatting with strangers.** Tell children that people aren't always who they say they are on the Internet. Anyone can pose as a "buddy of a buddy." When playing online games with people they don't personally know, children should be careful not to disclose anything personal about themselves or others.

**Help kids think critically about what they find online.** Young people need to know that not everything they see is true. Safe-search settings and filtering software should be considered when the internet is accessed by younger children. One way to double-check internet activity is to review browser histories to see where children have been and what their consistent behaviors have been.

**If they wouldn't do it in real life, they shouldn't do it online.** Remind children to apply the Golden Rule to the internet. Don't say mean things online, and don't cheat in games, whether online or at school.

**Agree on downloads.** What music is okay to listen to and purchase? Which video sites are appropriate? Which ones are inappropriate? Don't just hand out credit card or gift certificate information to young children. If they need to buy something, parents or adults should be involved in the transaction.

**Talk about privacy.** Remind children that when they post something online, they lose control of it. It can be cut and pasted and sent around the Web. Show children and young adults where privacy settings are on their favorite sites and help them to think about the settings that they should use, consistently.

**Make sure kids feel safe reporting bad behavior.** Let children know that if anything suspicious, mean, or scary happens, that they should report it immediately. Make it clear that they will not get in trouble if they tell a trusted adult about this event.

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**Bamberg School District One Long Range Plan**

**Bibliography**

BSD1 -Bamberg School District One Long Range Plan (2012-2015)

SDE. *South Carolina State Technology Plan 2014–16:*

CIPA- Reference to CIPA Children’s Internet Protection Act - Retrieved from Federal

Communications Commission website <http://www.fcc.gov/guides/childrens-internet-protection-act> on Dec 19, 2013

ISTE- Reference to ISTE acronym – More information on the International Society for Technology

in Education can be found on their website at this address <http://www.iste.org>

ETV -Reference to South Carolina ETV (SCETV) - More information about SCETV and services provided can be found on their website at <http://www.scetv.org>

USAC- Reference to USAC Requirements for Technology Plans (eRate) – More information about

the USAC requirements for technology plans can be found on the USAC website at <http://www.usac.org/sl/applicants/step01/>